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2000-2001
Resource Manual

for the

Special Education Grant
Intensive Support Amount (ISA)

Guidelines
For School Boards

Ministry of Education

100-05517/

2000-2001 Resource Manual for the Special Education Grant Intensive Support Amount (ISA)

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This publication is available on the Ministry of Education World Wide Web site at http://www.edu.gov.on.ca.

List of Abbreviations

ADP	Assistive Devices Program
dB	decibel
EDU	Ministry of Education
FM	frequency modulation
FTE	full-time equivalent
FTP	file transfer protocol
IEP	Individual Education Plan
IPRC	Identification, Placement, and Review Committee
ISA	Intensive Support Amount
LD/ADHD	learning disabilities in association with attention deficit-hyperactivity disorder
OSR	Ontario Student Record
PPM 76C	Policy/Program Memorandum No. 76C, October 4, 1991 "Alternative Educational Programs and Services for Deaf, Blind, and Deaf-Blind Exceptional Pupils",
PPM 81	Policy/ Program Memorandum No. 81 July 19, 1984 "Provision of Health Support Services in School Settings"/"Interministerial Guidelines for the Provision of Speech and Language Services" (as applicable under the Education Act), September 1988
PSIE	personalized special instructional equipment
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
yy/mm/dd	year/month/day

OVERVIEW OF CHANGES IN 2000-01

This Manual outlines the ministry's approach to funding special education for the 2000-01 school year and supersedes the *Resource Manual for the Special Education Grant Intensive Support Amount (ISA), March 17, 1999.*

Background

The two-part Special Education Grant was introduced in 1998-99. Under this grant, school boards receive funding for a Special Education Per Pupil Amount (SEPPA) determined on the basis of total student enrolment and an Intensive Support Amount (ISA) determined on the basis of the total number of students with high needs who match the ISA eligibility criteria.

In 1999-00 the ministry undertook a review of the Intensive Support Amount (ISA) component of the grant. As part of the review, clearer, more consistent ISA eligibility criteria[1] were field-tested and refinements to the special education grant were developed for the 2000-01 school year.

During 1999-00, two transitional measures were put in place for boards. ISA funding was maintained at 1998-99 levels for the 1999-00 school year to ensure continuity of services for students. Boards were also provided with a one-time $30 million increase in the Special Education Per Pupil Amount (SEPPA) to serve new students with high needs who entered the system during the 1999-00 school year.

Special Education Funding Approach in 2000-01

For the 2000-01 school year, the Ministry will provide special education funds in one envelope but funding will be generated in two different ways:

- SEPPA funding will continue to be provided on the basis of each board's total enrolment. The $30 million increase in SEPPA is being maintained for 2000-01 and future school years to enable boards to plan for contingencies as new students enter the board or students' needs change over the course of the school year.

- Each board will submit claims under ISA levels 1,2 and 3 for the number of students who fully match the 2000-01 ISA eligibility criteria. Each board's ISA funding level will be determined according to its proportion of students with high needs, as validated by the ministry through the ISA claim process.

Once funding levels are confirmed, boards will receive their special education funding in one envelope for the 2000-01 school year.

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1. 1999-00 ISA eligibility criteria were based on recommendations put forward by an Expert Panel comprising special education experts, board administrators, teachers, and representatives of the Minister's Advisory Council on Special Education.

ISA Claim and Validation Process

Boards will submit claims (by the end of April 2000) for validation by the ministry to determine ISA funding levels. Ministry validators will visit boards to substantiate board claims for ISA levels 1, 2 and 3 in April-May. Boards will be assigned validation rates based on their number of validated claims for ISA levels 2 and 3. Boards that have a higher number of claims validated in 2000-01 than in 1998-99 will receive respective increases in ISA level 2 and 3 funding for 2000-01. Boards will have their special education funding levels confirmed as soon as possible to expedite their planning process in June 2000.

Eligibility Criteria

The eligibility criteria are the same as those field-tested in 1999-00. ISA claims are required to meet 3 conditions:

- Enrolment requirement (page 22) **and**
- Meet 7 conditions outlined in the *Pre-requisite Eligibility Checklist* (Appendix A) **and**
- Match a student profile (Appendix B).

Transitional Funding

To protect service levels for students with special needs, no board will receive less ISA funding in 2000-01 than it received in 1999-2000, even if the number of ISA 2 and 3 claims validated in 2000-01 would generate a lower level of funding. This transitional measure is being continued for one more year to help ensure service continuity. Boards should evaluate their programs and services in light of the pattern emerging in their validated results and work closely with students and their parents to ensure that appropriate services continue to be provided, as outlined in Individual Education Plans.

The Ministry estimates that boards will generate an additional $40 million in ISA funding in 2000-01.

Protected Special Education Funding

Special education funding is protected. Boards are required to spend all of their allocation on special education programs and services, or place funds in reserve. Starting in 2000-01, boards receive their SEPPA and ISA funds in one envelope. This way, boards can better respond to the varying needs and circumstances of all students with special needs.

Accountability

Boards are accountable to parents for the programs and services outlined in the student's Individual Education Plan (IEP). Boards are also required to involve parents in the development of the student's IEP in accordance with Regulation 181/98 of the *Education Act*.

PART I 2000-01 FUNDING APPROACH FOR SPECIAL EDUCATION

Student-Focused Funding in Ontario

Student-focused funding includes the following grants:

- A Foundation Grant that provides for the basic costs of education for every student in the province, including students with special needs.

- Nine (9) special purpose grants that recognize the different circumstances faced by students and school boards:

    1. Special Education Grant
    2. Geographic and School Authorities Grant
    3. Learning Opportunities Grant
    4. Language Grant
    5. Adult and Continuing Education Grant
    6. Transportation Grant
    7. School Board Administration and Governance Grant
    8. Teacher Compensation Grant
    9. Early Learning Grant.

- A Pupil Accommodation Grant that supports the cost of heating, lighting, maintaining and constructing schools and accessibility features such as ramps.

Special Education Funding

Funding for special education is provided in layers. First, boards receive a Foundation Grant for every student enrolled, whether or not the student has special needs. This is the base, which is intended to cover the basic costs of providing a classroom education for all students, including students with special needs. The basic cost of education includes teachers, other classroom staff such as teacher assistants, support staff such as professionals and paraprofessionals as well as text-books, learning materials, computers and other classroom supplies.

When a student with special needs is integrated into a regular classroom, most of the Foundation Grant (generated by that student) is used to offset the cost of the teacher and other classroom costs. A small portion of the Foundation Grant is also used for library, guidance, classroom consultants, and other items related to running a school.

When a student is placed in a self-contained class with other exceptional pupils,[2] the Foundation Grant is used to offset the cost of the teacher and other classroom costs.

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2. Where an *Identification, Placement and Review Committee* (IPRC) identifies a student as an exceptional pupil, the principal must ensure that an *Individual Education Plan* (IEP) for that student is developed within 30 days of the student's placement in a special education program. Principals may also prepare an IEP for students with special needs who are receiving special education programs and/or services but who have not been formally identified as exceptional by an IPRC.

Self-contained classes, however, tend to be smaller than regular classes, ranging from 6 to 16 students.[3] Therefore, to fund self-contained classes, the school board would also have to draw on funds from the Special Education Grant (described in detail below) in addition to funds from the Foundation Grant to cover the full cost of running each self-contained class.

The next layer is the Special Education Grant, which is one of nine special purpose grants that recognize the different circumstances faced by students and boards. The Special Education Grant is intended to cover the incremental costs of providing special education programs and services. Incremental costs are those costs beyond the ordinary costs associated with educating a student in Ontario.

Examples of incremental costs include (but are not limited to):

- student assessments and services prior to any formal designation of exceptionality;
- special education teachers including resource teachers;
- professionals such as psychologists, social workers, speech pathologists and therapists, occupational and physical therapists;
- paraprofessionals such as educational assistants, behavioral support staff, and child and youth workers;
- supports required to integrate a student into a classroom with an educational assistant;
- the costs of regular withdrawal of a student from a classroom to provide specialized individual or small group support by a specialist teacher;
- the costs of placing a student in a self-contained, smaller class with other exceptional pupils.

Boards should respond appropriately to the different needs and circumstances of exceptional pupils by providing the range of programs and services required to meet their needs. The range of special education programs and services offered by a board are reflected in the Special Education Plan which is reviewed annually by the Special Education Advisory Committee (SEAC) of the board.

Funding for special education is protected. Boards must spend their special education allocation on programs and services for students with special needs or place those funds in a special education reserve fund.

Boards have the discretion to use other grants to enhance special education programs and services, for example:

- The Foundation Grant may be used to offset the costs of special education teachers.
- The Language Grant supports language programming for all students learning English or French as a second language.
- The Learning Opportunities Grant (LOG) provides funding for students at risk of academic difficulties.
- The Pupil Accommodation Grant supports building-related expenses, such as wheelchair ramps.

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3. Regulation 298 specifies class size maximums for specific exceptionalities.

- The Transportation Grant supports the cost of transportation for pupils to their special education programs. This grant also covers the cost of providing transportation to or from a Provincial or Demonstration school.

- The School Board Administration and Governance Grant supports the cost of the administration of special education programs and services.

The only restriction boards have in this regard is that they must meet requirements concerning classroom and non-classroom spending, and use funding for school renewal and new pupil places for these purposes.

For the 2000-01 school year, the Special Education Grant will provide over $1.2 billion in funding for the costs of educating students with special needs. The Grant is determined through two different formulas, but boards receive their special education funding in one envelope.

Special Education Per Pupil Amount (SEPPA)

Every board receives SEPPA funds. SEPPA funding is determined according to a formula based on each board's total enrolment of secondary and elementary pupils, including those students with special needs.

WHAT'S NEW IN SEPPA FOR 2000-01?

In 1999-00, SEPPA was increased by $30 million. This increase is being maintained in 2000-01 and future years.

This increase represents about 5% of SEPPA funding and is being maintained with the expectation that boards will set aside a reasonable portion of their SEPPA funds to plan for contingencies as new students arrive (for example, enter Jr. Kindergarten) or students' needs change.

Boards should determine what reasonable portion of SEPPA should be set aside for contingency planning according to local needs and priorities.

Intensive Support Amount Funds (ISA)

ISA funding levels for school boards are determined on the basis of each board's number of students with high needs who match eligibility criteria[4] set out in this Manual. Typically, the criteria recognize students with severe disabilities with a highly modified curriculum (50%-100%) who also have a need for programs and services which are very costly to support.

4. In 2000-01 ISA eligibility criteria require a student to have been enrolled at the Board in 1999-00 (including students served under Section 30 of Regulation 298 and who match conditions outlined in the *Pre-requisite Eligibility Criteria* attached as Appendix A and who match one of the *Student Profiles* under Appendix B.

There are 4 levels of ISA and a Special Incidence Portion:

ISA Level 1

Boards apply for ISA level 1 funding on behalf of individual students to cover the costs of individualized equipment that exceeds $800 per pupil in a single school year. Boards can apply twice a year for equipment under ISA 1. A detailed description of the ISA level 1 eligibility criteria, claim and validation process begins on page 14.

ISA Levels 2 and 3

Boards receive ISA level 2 and 3 funding according to the total number of students that meet ISA level 2 and 3 criteria. For the 2000-01 school year boards will receive ISA funding at $12,000 times the number of validated ISA 2 claims, and $27,000 times the number of validated ISA 3 claims.

In 2000-01 ISA eligibility criteria will be the same criteria used in 1999-00. Generally, claims for students who meet the conditions outlined in the Pre-requisite Eligibility Criteria (Appendix A) and match a Student Profile for ISA 2 or 3 (Appendix B) will be validated. Validators rely on assessments and other substantiating documentation to confirm that claims match eligibility conditions.

For a detailed description of the ISA Level 2 and 3 eligibility criteria, and the claim and validation process for the 2000-01 school year, see **PART III GUIDELINES FOR ISA LEVELS 2 AND 3 CLAIMS in 2000-01** on page 20 of this Manual.

WHAT'S NEW IN ISA LEVEL 2 AND 3 FOR 2000-01?

To determine ISA funding for the 2000-01 school year, all boards will be required to submit claims citing the number of students who match the 2000-01 ISA eligibility criteria. These are the same criteria used in 1999-00. Note, however:

- The specific level of intensive support provided by an educational assistant, professional/ paraprofessional or special education teacher for a student is only an eligibility criterion for acceptance of an ISA claim for students who are deaf, hard of hearing, blind, have low vision, or have physical or multiple exceptionalities including students who are deafblind.[5] For these students, boards must provide minimum levels of intensive support as outlined in the student profiles.

- Beginning in 2000-01, students with severe physical disabilities may be eligible for ISA without modified curriculum, provided they require accommodation and/or attendant care for more than 50% of the day to access the curriculum.

Boards will submit claims by April 2000. Boards will have their claims validated by Ministry validators who have expertise in the field of special education during April-May 2000.

5. The specific level of intensive support is not an eligibility criterion for claims under Profile 1 (Behavior Disabilities/Disorders), Profile 3 (Learning/Language Disabilities), Profile 4 (Autism and PDD), Profile 7 (Intellectual /Developmental Disabilities).

WHAT'S NEW IN ISA LEVEL 2 AND 3 FOR 2000-01 cont'd?

The Ministry estimates that an additional $40 million may be generated through the claim and validation process for the 2000-01 school year.

Once validation is completed, school boards will have their ISA funding level confirmed in time for the 2000-01 school board budgeting process.

To protect service levels for students with special needs, no board will receive less ISA funding in 2000-01 than it did in 1999-00 as a transitional measure. Specificially, each board will receive the higher of the funding provided in 1999-00 (with portability adjustments) or the level of ISA funding generated through validated claims in 2000-01. Boards should evaluate their programs and services in light of the pattern emerging in their validated results and work closely with students and their parents to ensure that appropriate services continue to be provided, as outlined in Individual Education Plans.

Boards may combine their SEPPA and ISA funding to respond to the varying needs and circumstances of all of their students with special needs.

ISA Level 4

ISA Level 4 funding is provided to school boards to cover the costs of providing educational programs to students admitted to a program offered by a care, treatment, or correctional facility. ISA Level 4 funding will be allocated in the same manner as in 1999-00 through program approvals issued by the Ministry's District Offices.

Students in these programs are not included in the claim process for ISA Level 2 and ISA Level 3 because they are not listed on the school register. Guidelines for ISA 4 will be issued by the ministry under separate cover for the 2000-01 school year.

Special Incidence Portion (SIP)

Continuing in 2000-01, school boards may apply to the Ministry's District Office for a Special Incidence Portion (SIP) on behalf of students who have extremely high needs for staff support (related to their disability) to ensure the safety of themselves or others in the classroom.

A student eligible for SIP will typically be eligible for ISA level 3 as well, though in 2000-01 this is not a criterion of eligibility.Where approved, amounts up to a maximum of $27,000 per student may be made available. In 2000-01, the allocation for SIP is projected to be $2.5 million.

WHAT'S NEW IN SIP FOR 2000-01?

School boards may put forward claims during the 2000-01 school year for students who were not on the 1999-00 ISA claim list, and are not on the 2000-01 claim list.

SUMMARY OF ISA FUNDING LEVELS

ISA Level 1

Provides funds for special individualized equipment needs on behalf of individual students. ISA Level 1 functions as an additional layer for equipment. It can be used for students whether their special needs are supported through any combination of Foundation Grant, + SEPPA, ISA Level 2, or ISA Level 3.

ISA Levels 2 and 3

Provides funds to boards on the basis of the number of students with high needs for specialized programs and services which are typically very costly to support.

ISA Level 4

Provides funds for educational programs offered to students admitted to care, treatment, or correctional facilities. Students in these programs are not included in the claim process for ISA Level 2 and ISA Level 3 because they are not listed on the school register. Guidelines for ISA 4 will be issued by the ministry under separate cover for the 2000-01 school year.

SIP is provided on behalf of students with extraordinarily high needs for staff support to ensure safety in the classroom. A student eligible for SIP will typically be eligible for ISA level 3 as well, though in 2000-01 this is not a criterion of eligibility.

Portability of ISA Supports

Students who are eligible for ISA Level 1, 2, or 3 supports in one school or school board maintain their eligibility when they change schools or boards. Portability provisions will continue to apply for ISA level 1 (individualized equipment) during 2000-01. EDU also plans to continue to make funding for ISA level 2 and ISA level 3 portable. School boards will be consulted regarding the implementation of portability in 2000-01 and the ministry will release details of this approach in the Spring of 2000.

Accountability and the Use of Special Education Funds

WHAT'S NEW IN ACCOUNTABILITY FOR SPECIAL EDUCATION FUNDING?

Boards are expected to describe and deliver the programs and services outlined in a student's Individual Education Plan (IEP). There is a requirement for boards to involve parents in the development of the student's IEP in accordance with Regulation 181/98. The Ministry will develop standards and begin monitoring IEPs later this year.

Starting in 2000-01 school boards have the flexibility to combine their SEPPA and ISA funds into one envelope to provide programs and services for all of their exceptional pupils as well as other students with special needs. Boards requested this flexibility to more effectively meet their duty under the *Education Act* to provide programs and services that meet the needs of all of their special education students. It is up to the school board to allocate resources according to the varying needs and circumstances for each student.

There are only two exceptions to this flexibility:

- ISA level 4 funds must be used for the specific programs approved by the Ministry and provided to students admitted to care, treatment or correctional facilities.
- ISA level 1 funding is intended for the purchase of equipment on behalf of individual approved students.

Boards are still required to spend all of their special education funding on special education programs and services. Boards will be responsible for determining what level of support is provided to each student to meet individual needs.

Boards are expected to plan and manage for contingencies within their special education envelope as new students arrive, student's needs change or students move from school to school. The $30 million increase in SEPPA was maintained in order to allow boards to meet this expectation.

PART II - ISA LEVEL 1 – GUIDELINES FOR EQUIPMENT CLAIMS IN 2000-01

General Information

An ISA Level 1 claim can be put forward for any student who requires a total expenditure on personalized instructional equipment, including freight and taxes, that will exceed $800 for the school year. An ISA Level 1 claim may be submitted for any student with special needs, whether or not a submission is being made for ISA Level 2 or 3 eligibility.

In preparing claims for ISA Level 1 funding, school boards should submit the full cost of equipment including an estimate of taxes, installation and delivery charges . School boards should not deduct the $800, as this deduction will be made by the ministry.

Validators will review all ISA Level 1 (equipment) claims. Each ISA 1 claim must be accompanied by the required assessment and quote or invoice.

When the approved equipment is purchased, send the receipt (indicating the actual cost) to the Ministry of Education District Office as follows:

The Spring cycle of ISA 1 claims will allow boards to purchase equipment and have it in place for the start of the 2000-01 school year. To complete the equipment claim process, invoices indicating the actual cost must be provided to the Ministry of Education District Office.

- For equipment claimed and approved in the spring cycle, invoices are due November 17, 2000.

There will be a second opportunity during the 2000-01 school year for boards to submit claims for ISA 1 funding. This will allow boards to meet their newly identified equipment needs. These in -year claims, together with the required assessments and quotes, are to be submitted to the Ministry of Education District Office by November 17, 2000.

- For equipment claimed and approved in the fall cycle, invoices are due March 31, 2001.

ISA Level 1 claims must be for special, individualized equipment for use at school. Examples of such equipment are:

- speech analysers;
- FM systems;
- print enlargers for students with low vision;
- amplification systems;
- computer hardware/software;
- individually modified desks or work tables;
- adjustable desks or computer tables;

- Braille writers;
- symbol or letter voice translators;
- insulated booth and study carrels;
- communication aids, e.g., Boardmaker®, speech synthesizers;
- positioning devices for sitting, standing, and lying; or
- other equipment that is required at school for the personal use of specific students to facilitate an approved course of study.

Costs may include the student's share of any warranty and/or service agreement costs. If a cost-sharing arrangement has been made, the board may submit for its share of the cost if its share exceeds $800.

Ministry of Health and Long-Term Care Assistive Devices Program

The Ministry of Health and Long-Term Care's (MOHLTC) Assistive Devices Program (ADP) provides partial funding to individuals for some equipment intended **for use primarily in the home**. By its nature, some of this equipment is portable and therefore can be used at both home and school. Cost-sharing arrangements are encouraged and may be claimed when they surpass $800 for the student in the school year. Where a duplicate piece of equipment is needed because it is not portable between home and school, the board may submit for the duplicate piece of equipment used at school.

An ISA claim may not be made for the portion of the cost eligible for funding assistance under ADP for the equipment. For further information about the ADP program, please contact the MOHLTC - ADP program through the "blue pages" of your local telephone directory.

Special Considerations

Radio-frequency equipment and optical aids often become damaged, obsolete or outgrown. Approval for the same or a similar piece of equipment for the same pupil may be given after three calendar years when the request is accompanied by appropriate documentation.

Some equipment can be extremely costly. **Boards are encouraged to make leasing arrangements which provide for maintenance and substitute equipment**. Where leasing arrangements have been made, the **entire cost of the lease** should be claimed in the first year – not as a prorated cost over the life of the lease. For example, a three-year lease at $1000 per year would be claimed as $3000 in the first year of the lease.

Boards must ensure that personalized equipment purchased in Ontario meets Canadian safety standards, where applicable.

Equipment costs are cumulative for any given pupil. **The ministry will deduct $800 during the school year for each student's claim** (not each item claimed). For example, if a student requires three pieces of equipment totalling $7200, then the ministry will deduct a total of $800 once in 2000-01 for that student. If three separate students require $2400 each for equipment (totalling $7200), then the ministry will deduct a total of $2400 for the equipment (3 x $800). It is expected that boards use

SEPPA funds or other special education funds to cover the $800 deducted from the ISA claim.

Costs claimed may include cost of equipment; insurance; warranty agreements; and peripherals such as computer cables, batteries, and software required to make the equipment work.

Boards must be able to show that due care has been taken to minimize costs (e.g., protect devices from theft, reduce insurance costs, solicit competitive quotes for service agreements). Boards may have their own policies concerning the movement and use of equipment from home to school, even where equipment is purchased with ISA 1 funds.

✎ WHAT'S NEW UNDER ISA LEVEL 1?

Beginning in 2000-01 where equipment is shared the cost should be assigned to one student with the others noted as sharing it. A braille printer is an example of equipment that might be shared. If a student moves, the equipment can be left in the school to support the remaining students and new claim may be made for the student who moves.

If a student receives equipment as part of an insurance settlement or benefit, the board must not make an ISA Level 1 claim, as no costs will have been incurred.

If the ISA Level 1 claim for a student exceeds $6000, the board must seek pre-approval from the EDU District Office to confirm that other less costly options have been explored. School boards can use the Form attached as **Appendix H** for this purpose.

ISA 1 Portability

Equipment purchased with ISA funding is portable, and moves with the student from school to school or board to board, except as noted above. The ministry has developed a form to assist boards in documenting equipment transfers (see the "ISA Equipment Status Form" in Appendix D). The student's old board does not get reimbursed for the $800, unless the boards have made an agreement to do so. However, the student's new board will be responsible for any shipping or handling costs associated with the transfer of equipment.

Equipment purchased previously under the former provisions of the ministry's Personalized, Special Instructional Equipment (PSIE) program may remain the property of the board unless the board opts to transfer the equipment with the student.

Eligibility Criteria for ISA Level 1 Claims

All ISA Level 1 claims will be reviewed, and funding will be provided in a similar manner to 1999-00, with some minor refinements as described below.

Each claim must be documented by:

1. An assessment on file from an appropriately qualified professional; and
2. A copy of the invoice(s) or proof of cost of equipment to be purchased; this documentation should show the student number of the person assigned the equipment.

These criteria are expanded below:

1. An assessment on file from an appropriately qualified professional

The appropriately qualified professional will vary depending upon the nature of the student's disability and the purpose and function of the equipment. Regardless of who performed the assessment, it should indicate:

- that this particular device is essential in order for the student to benefit from instruction; and/or
- the disability that this device will help to ameliorate.

a) Braille Devices

Where Braille equipment and software claims are made, there should be evidence that these are made for a student who is blind and that this particular device is required to ensure that the student can access his or her educational program. Price levels for this type of equipment may vary; if more expensive versions of equipment are purchased, there should be an explanatory note to justify the preference, such as compatibility with other components already on-site, or ease of use for a particular student's cognitive or manual abilities. The vision assessment should have been performed by an ophthalmologist. An assessment, letter or reference from a Provincial School for the blind, verifying the need for Braille and hence for Braille equipment, will also suffice.

b) Communication Devices/Software

Where a communication device (such as a speech synthesizer) is purchased, it will normally be purchased for a student who is non-verbal and/or multi-handicapped and/or autistic or developmentally disabled. The assessment on file should make reference to the disability for which the communication device is required, and state how this particular device will ensure that the student can access his or her educational program and/or assist the student in communicating with others at school. The assessment may have been done by an augmentative communication therapist, a speech therapist, or another knowledgeable person who serves as a consultant/ resource to the board. Students with some learning disabilities or severe physical disabilities may require other communication aids such as voice-activated software. Boards are expected to meet these needs while attending to cost-efficiency; for example, if a widely available voice-activated package will meet the student's needs, it should be obtained before investing in more expensive, specialty software.

c) FM Systems or Similar Devices

Where an FM device is purchased, there should be evidence that it is for a student who is deaf or hard of hearing, and that this particular device is required to ensure that the student can access his or her educational program. Price levels for this type of equipment may vary; if more expensive versions of equipment are purchased, there should be an explanatory note to justify the preference, such as compatibility with other components already on-site, or ease of use for a particular student's cognitive or manual abilities. The hearing assessment should have been performed by an audiologist. An assessment , letter or reference from a Provincial School for the deaf, verifying the need for the equipment, will also suffice.

Where such devices are being considered for students with central auditory processing needs, a six-month trial period is recommended prior to making a claim.

Clear sound fields may be purchased for :

- students who are assessed as being hard of hearing by an audiologist or
- students who are assessed by an appropriately qualified professional as requiring a sound field for other purposes.

d) Computer Hardware

Claims may not be made for computer hardware when all pupils in the class would ordinarily be provided with a computer (e.g., a computer class). However, an ISA Level 1 claim may be made for computer hardware when the equipment is the most effective way of providing the pupil with a means of outputting his or her knowledge (e.g., when the pupil has severely limited or nonexistent verbal communication, or a physical disability that makes writing extraordinarily difficult or impossible).

e) Mobility Devices

Where a personal mobility or lifting device is purchased, it will usually be for a student with physical or developmental disabilities. The assessment on file should make reference to the disability for which the mobility device is required, and to the fact that this particular device is required to provide personal care for the student while at school. Price levels for this type of equipment may vary; if more expensive versions of equipment are purchased, there should be an explanatory note to justify the preference, such as compatibility with other components already on-site, ease of use for a particular student's abilities, and so forth. An occupational therapist is usually the qualified person who assesses and recommends specific equipment. In some instances, a parent's note indicating that this is the equipment used at home may also suffice, since the family usually would have had a prior assessment for the home device.

Elevators **do not qualify** as lifts and **will not be approved** for ISA 1 equipment claims. Stair climbers **do not qualify and will not be approved** for ISA Level 1 equipment funding. These devices are used as an alternative to renovating a building for elevators or ramps, and therefore relate to barrier-free design issues. They are not considered

personal care aids or devices. Where these devices are desired, boards should make use of their Pupil Accommodation Grant, the proceeds from disposition of schools or property, or other capital-related revenues.

Boards are encouraged to ensure that equipment is operational and in place for the student's first day of school. Therefore, depending on the timing of the claims, the board may have made the purchase and be able to provide an invoice or may be in the midst of purchasing and will have documentation of the estimated cost.

It is expected that if an on-site visit was to be made in-year, the equipment would be found with the student for whom its cost was claimed, the equipment would be in good repair, and the student and/or staff could operate it.

2. A Copy of the Invoice or Proof of Cost

Proof of cost of equipment to be purchased followed by a copy of the actual invoice is required. This documentation should show the student number of the person assigned the equipment. Until an Ontario Education Number (OEN) is established, the Ministry will provide ISA numbers for each claim.

The student number (or student name/date of birth, when student number is not provided) must be associated with the equipment. This permits equipment to be tracked should it move with the student to another board later on. (See Appendix D for a copy of the ISA Status Form to be used for this purpose.)

Examples of Eligible Needs

- A deaf or hard of hearing student who requires an FM amplification system in order to participate in his or her educational program.

- A student with low vision who needs to have large print materials and who requires a device to enlarge print, such as a VisualTek7, Opticon7, or computer software such as WINVISION7.

- A student who is assessed as being legally blind and is a Braille user, and who requires a Braille printer, software to convert text to Braille, and a number of other Braille-marked learning aids (e.g., Tactile and Visual Globe, APH Talking Science Calculator, or Tactile Braille Rulers).

- A student who is assessed by an appropriately qualified professional as being unable to communicate verbally due to a severe physical or communication disability, and who requires a speech synthesizer for use at school. Although ADP may have purchased a unit for home use, the unit is not portable and therefore cannot be taken back and forth from home to school on a regular basis.

- A student who requires an assistive device in order to facilitate lifting, personal care, or other activities of daily living at school, due to a physical or developmental or other disability.

PART III - GUIDELINES FOR ISA LEVEL 2 AND ISA LEVEL 3 CLAIMS IN 2000-01

Background

In 1999-00, the Ministry field-tested refined eligibility criteria for ISA Levels 2 and 3 through a province-wide review process. To ensure stability for boards and students during the review process, boards were provided with the same level of funding for ISA Levels 2 and 3 during 1999-00 that they received in 1998-99.

During the Review process, Ministry validation teams comprising experts in special education visited all boards to ensure that the ISA criteria were well understood and could be fairly and consistently applied during the Spring of 1999. Data submitted was analysed during the Summer and Fall of 1999. A paper entitled: *Review of the Intensive Support Amount (ISA) Component of the Special Education Grant: Analysis of Data Submitted by School Boards, February 2000* has been distributed to school boards.

The analysis of ISA submissions put forward by school boards for the 1999-00 school year confirms that boards vary significantly in their numbers of students with high needs both in total number of students, and according to exceptionality. This finding underscored the need for the ministry to retain a grant component that is responsive to variations in the incidence of high-needs students between boards.

Findings also confirmed that school boards vary significantly in their ability to substantiate their claims for additional funds. Many boards had lower validation rates in 1999-00 than in 1998-99. This supports the requirement for boards to participate in an eligibility determination process for ISA funding, to ensure equity and fairness in the distribution of special needs funding among boards.

The results also suggested that some school boards would be able to generate additional funds through a further ISA claim cycle, using the eligibility criteria field-tested during the Review in 1999-00.

After careful consideration of the ISA data submitted from school boards, and other advice provided to the Ministry by school boards parents and other education partners, the government has undertaken a plan to improve quality and accountability in special education.

The Special Education Grant has been expanded and refined this year to support those efforts. In particular, refinements to the ISA component of the grant will provide boards with additional flexibility to more effectively plan and deliver their special education programs and services.

ISA Claim Process and Validation Process in 2000-01

WHAT'S NEW IN ISA LEVEL 2 AND 3 ELIGILITY CRITERIA FOR 2000-01?

To determine ISA funding for the 2000-01 school year, all boards will be required to submit claims citing the number of students who match the 2000-01 ISA eligibility criteria which are the same criteria as those used in 1999-00. Note, however:

- The specific level of intensive support provided by an educational assistant, professional/ paraprofessional or special education teacher for a student is only an eligibility criterion for acceptance of an ISA claim for students who are deaf, hard of hearing, blind, low vision or have physical or multiple exceptionalities (including students who are deaf-blind).[6] For these students, boards must provide minimum levels of intensive support as outlined in the student profiles.

- Beginning in 2000-01, students with severe physical disabilities may be eligible for ISA without modified curriculum, provided they require accommodation and/or attendant care to access the curriculum for more than 50% of the day.

WHAT'S NEW IN THE ISA VALIDATION AND FUNDING ALLOCATION PROCESS FOR 2000-01?

As in past years, Ministry validators will visit boards to substantiate board claims for ISA levels 1, 2 and 3 over April and May 2000.

In the case of small school boards, all claims may be reviewed. The ministry may also select a sample of school boards for 100% validation. In some cases, the sample of claims selected for review may focus on segments of the total ISA submissions from the board.

Overall, a large sample of claims will be reviewed to ensure a high level of confidence that boards are being assessed fairly regardless of their size and number of claims.

Validators will review claims to assess consistency of these claims against the ISA eligibility criteria described above. Each board will be assigned *a validation rate* based on the proportion of reviewed claims that the Ministry validators found eligible.

If all of a board's claims are reviewed, all eligible claims will generate ISA funding.
If a sample of claims are reviewed, the validation rate will determine the proportion of claims that generate funding.

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6. The specific level of intensive support is not an eligibility criterion for claims under Profile 1 (Behavior Disabilities/Disorders), Profile 3 (Learning/language Disabilities), Profile 4 (Autism and PDD), and Profile 7 (Intellectual/Developmental Disabilities).

WHAT'S NEW IN THE ISA VALIDATION AND FUNDING ALLOCATION PROCESS FOR 2000-01?

Boards that have a higher number of eligible claims validated in 2000-01 than in 1998-99 will receive an increase in their ISA funds based on their *validation rate for ISA level 2 and ISA level 3*.

For the 2000-01 school year, boards that have a lower number of eligible claims validated in 2000-01 than in 1998-99 will receive the level of ISA funding allocated in 1999-00. This transitional measure will help ensure continuity of services for students with special needs. Boards should evaluate their programs and services in light of the pattern emerging in their validated results and work closely with students and their parents to ensure that appropriate services continue to be provided, as outlined in Individual Education Plans.

The Ministry estimates that boards will generate an additional $40 million in ISA funding in 2000-01.

Once validation is completed, school boards will have their ISA funding level confirmed as soon as possible to support the 2000-01 school board budgetting process.

Eligibility Conditions - A Detailed Explanation

Criterion 1: 1999-00 Enrolment

Claims should only be put forward for students who were enrolled at the board during the 1999-00 school year.

Pre-school students who are being served at the board under Section 30 of Regulation 298 should also be included.

Boards retain funding for students who leave the system (for example, move to another province or enter care or treatment facilities) between 1999-00 and 2000-01, so a claim should be put forward for a student enrolled in 1999-00 even where the board anticipates or knows that the student will not be returning to the board in 2000-01.

In 2000-01 boards can combine their SEPPA and ISA resources into one envelope, and they are expected to manage new service pressures as new students arrive at the board or a student's needs change. The $30 million in SEPPA has been maintained from 1999-00 to 2000-01 to address these circumstances. Boards also keep ISA funding in 2000-01 for students enrolled in 1999-00 who are no longer in the system.

Criterion 2: Prerequisite Eligibility Checklist

As a second criterion of ISA eligibility, claims must demonstrate that all the 7 conditions listed in the checklist apply to each student being claimed.

Prerequisite Eligibility Checklist

All of the following 7 criteria must be met in order to consider a claim eligible for ISA funding. The students must:

- ❑ have an assessment that demonstrates moderate to severe (ISA Level 2) or severe to profound (ISA Level 3) physical, behaviour, communication, cognitive, or learning disability or disorder; and
- ❑ require intensive individualized support, supervision, and direction because the student is unable to work independently to complete required tasks; and
- ❑ require intensive individualized assistance to benefit from instruction or to ensure the health and safety of self or others; and
- ❑ require individualized intervention or protection in order to attend, process, communicate, or cope; and
- ❑ have an IEP which outlines in detail the extensive accommodations or modifications to the expectations of the provincial curriculum; and
- ❑ require an individualized and uniquely designed program at the level of support requested (except for claims made under Profile 9); and
- ❑ match one of the student profiles provided.

Criterion 3: Student Profiles

As the third criterion of ISA eligibility, claims must demonstrate that each student matches one of the Student Profiles that can be found in Appendix B.

Please note that these Student Profiles are identical to those profiles field-tested for the ISA Review in 1999-00. For illustrative purposes, the student profiles describe a range of programs and services that could be provided by a board with their special education funding.

The profiles are not meant to prescribe or direct boards to allocate their funding according to the profiles. School boards are required to provide special education programs and services necessary to meet the needs of all exceptional pupils in accordance with paragraph 170 (1) 7 of the Education Act. A student's Individual Education Plan (IEP) outlines the programs and services required for that student.

Summary of Requirements Under ISA Levels 2 and 3 (by Profile)

Claims By Profile	Type of Support Student Needs	ISA Level 2 (Changes in bold)	ISA Level 3 (Changes in bold)
Claims under Profile 1 Behaviour	**Individualized Support**	**✒ New Please Note A specific level of intensive support is not required for eligibility**	**✒ New Please Note A specific level of intensive support is not required for eligibility**
	Curriculum Modification	Has 51% - 80% of the provincial curriculum modified	Has 81% - 100% of the provincial curriculum modified
Claims Under Profile 2 Deaf/Hard of Hearing	**Specialist Teacher of the Deaf, and other individualized support as referenced in 76C**	Needs 25% - 50% of the instructional day with the Specialist Teacher of the Deaf	Needs >50% of the instructional day with the Specialist Teacher of the Deaf
	Curriculum Modification	Not required	Not required
Claims Under Profile 3 Learning/Language	**Individualized Support**	**✒ New Please Note A specific level of intensive support is not required for eligibility**	**✒ New Please Note A specific level of intensive support is not required for eligibility**
	Curriculum Modification	Has 51% - 80% of the provincial curriculum modified	Has 81% - 100% of the provincial curriculum modified
Claims Under Profile 4 Autism/PDD	**Individualized Support**	**✒ New Please Note A specific level of intensive support is not required for eligibility**	**✒ New Please Note A specific level of intensive support is not required for eligibility**
	Curriculum Modification	Has 51% - 80% of the provincial curriculum modified	Has 81% - 100% of the provincial curriculum modified
Claims Under Profile 7 Intellectual/ Developmental	**Individualized Support**	**✒ New Please Note A specific level of intensive support is not required for eligibility**	**✒ New Please Note A specific level of intensive support is not required for eligibility**
	Curriculum Modification	Has 51% - 80% of the provincial curriculum modified	Has 81% - 100% of the provincial curriculum modified

Claims By Profile	Type of Support Student Needs	ISA Level 2	ISA Level 3
Claims Under Profile 8 **Blind/Low Vision**	**Specialist Teacher of the Blind, and other individualized support as referenced in 76C**	Needs 25% - 50% of the instructional day with the Specialist Teacher of the Blind	Needs >50% of the instructional day with the Specialist Teacher of the Blind
	Curriculum Modification	Not required	Not required
Claims Under Profile 9 **Severe Physical/ Medical Disabilities**	**Individualized Support (personal care, accommodations)**	Needs accommodation and/or attendant care for 51% - 80% of the day as outlined in Profile 9	Needs accommodation and/or attendant care for 81% - 100% of the day as outlined in Profile 9
	Curriculum Modification	✒ **New Please Note Not required for eligibility**	✒ **New Please Note Not required for eligibility**
Claims under Profile 10 **Multiple Disabilities**	**Individualized Support**	Needs intensive support for 51%-80% of the day	Needs intensive support for 81%-100% of the day
	Curriculum Modification	Has 51% - 80% of the provincial curriculum modified	Has 81% - 100% of the provincial curriculum modified

- Where curriculum is **modified**, the IEP will set out educational expectations which are modified from those in the Ontario curriculum, or are **alternative** to (not derived from) the provincial curriculum. For example, a student in a Grade 8 class may be working on Grade 2 mathematics expectations. This student's program is modified from the Grade 8 expectations of the provincial curriculum. For another student, alternative expectations may be required such as personal care, behavioural, and social goals. Many students claimed at ISA Level 3 of support will be working on alternative expectations and will have a fully modified curriculum.

- ISA claims may be pro-rated for students who attend school half-day (e.g. JK/SK). Such students should be submitted as 0.5 FTE on the ISA Claim Form (See Appendix E)

- **For ISA Level 2 submissions for blind, deaf, and deaf-blind** pupils, a timetable of the qualified specialist teacher must show that the pupil is scheduled to receive specialized instruction from the specialist teacher for 25%–50% of the instructional day (e.g.,1:1 for 25% of the day; 4:1 all day; or 8:1 for preschool for deaf and hard of hearing students permitted by Regulation 298,s.30).

- For **ISA Level 3 submissions for blind, deaf, and deaf-blind** pupils, a timetable of the qualified specialist teacher must show that the pupil is scheduled to receive specialized instruction from the specialist teacher for 51% or more of the instructional day (e.g., 1:1 for 51% of the day, or 2:1 all day).

Documentation Required to be Submitted for ISA Level 2 and ISA Level 3 Claims

ISA Levels 2 and 3 – Documentation for Deaf, Blind, or Deaf-Blind Pupils	ISA Levels 2 and 3 – Documentation for Students with Other High Needs
In addition to a checked copy of the Prerequisite Eligibility Criteria and a match to one of the Student Profiles, the claim must be accompanied by:	In addition to a checked copy of the Prerequisite Eligibility Criteria and a match to one of the Student Profiles, the claim must be accompanied by:
1. An IPRC's Statement of Decision which includes a description of the pupil's strengths and needs, where an IPRC has formally identified the pupil as exceptional	1. An IPRC's Statement of Decision which includes a description of the pupil's strengths and needs, where an IPRC has formally identified the pupil as exceptional
2. Appropriate assessment(s)	2. Appropriate assessment(s)
3. An IEP for the 1999-00 school year	3. An IEP for the 1999-00 school year
4. A report card confirming that an IEP has been prepared for all the appropriate subjects/courses	4. A report card confirming that an IEP has been prepared for all the appropriate subjects/courses
5. Evidence of qualified staff per PPM 76C	5. A staff or student timetable illustrating the level of intensive support being provided for claims being made under profiles #9 (physical disabilities) or #10 (multiple disabilities) only.
6. A timetable of the specialist teacher which shows the scheduled time of specialized instruction.	

Assessment Requirements

Assessment Documentation for Deaf, Blind, or Deaf-Blind Pupils	Assessment Documentation for Students With Other High Needs
Appropriate assessment(s) by qualified professionals which document the hearing and/or vision loss of the pupil	Appropriate assessment(s) by qualified professionals which document the needs of the pupil (e.g., long-term care, communicational, or behavioural assessments) normally acquired in the course of planning the pupil's educational program.

Please note:

- Assessments should be the most current on file, normally obtained in the course of programming for the student. Generally, they should not be solicited solely for the purpose of an ISA claim. In any event, boards must ensure that appropriate consent has been obtained before assessments are made as per Regulation 298, Section 11.

- Educational assessments considered by an IPRC may be provided as part of the board's ISA documentation. Student profiles specify where assessment or supervision is required by a regulated qualified professional. These assessments should be referenced in the student's IEP, dated, and be reasonably current. Assessments confirming a permanent condition need only be made once; assessments for students with changeable conditions (e.g., resulting from a head injury) may need to be made more regularly. Behavioural assessments should be current, within a year or two. Alternatively, records of suspensions or other documentation may suffice to augment an older assessment.

- For deaf, blind, or deaf-blind pupils, an ISA submission is made because the pupil requires a specialist teacher, Braille instruction, orientation and mobility supports and/or other individualized supports provided by an educational assistant or other support staff per PPM76C. An assessment should therefore confirm the needs. It should have been provided by an audiologist (for deaf students) or an ophthalmologist (for blind students), and both for deaf-blind students. It may also have been provided by a Provincial School.

- For claims made under other profiles, validators will consider objective assessments describing the student's psychological or medical needs. In exceptional cases where the IEP seems to sufficiently outline the programs and services needed (e.g., curriculum modifications), an assessment to confirm a specific diagnosis of a permanent condition (e.g. quadriplegia) may not be necessary to validate the submission.

Individual Education Plans (IEPs)

Where a board submits an ISA claim, a photocopy of the student's1999-00 IEP **must** be included with claims selected for validation. Validators may rely on IEPs to confirm or support information put forward in ISA claims. The IEP will serve as back-up information to confirm whether claims meet ISA eligibility criteria. Validators may review IEPs to determine the level of program modification and assess the consistency of the claim with the programs, services and support outlined in the IEP. Further details regarding IEPs are outlined below.

Effective September 1, 1998 boards were required by Regulation 181/98 to have an IEP prepared for every exceptional pupil within 30 days of the pupil's placement in a special education program. Required elements to be included in an IEP are set out in the regulation. It is expected that each student's IEP will be updated annually in accordance with placement decisions arising from the IPRC review and/or as the student's needs change. The IEP is the key document which will outline how the board proposes to respond to the student's needs.

On October 9, 1998, the ministry released its *Individual Education Plan (IEP) Resource Guide*. Developed with the support and advice of special educators, the IEP guide is intended to assist principals and teachers in operationalizing the IEP requirements of Regulation 181/98. It is intended to promote a consistent process and to foster the development of high-quality IEPs.

✒ WHAT'S NEW ABOUT IEPs IN 2000-01?

Over the next year, the Ministry will be developing and issuing standards for IEPs. Later in the Fall-Winter of 2000, the Ministry will conduct a "spot check" audit of IEPs to ensure that they clearly and consistently describe a student's program and that the program is being delivered to the student. While the spot-check will not be used for funding purposes, it will serve to monitor the extent to which boards are delivering the programs and services outlined in their IEP.

Provincial Report Card

The Provincial Report Card may be used by validators to confirm the level of curriculum modification required under ISA criteria to confirm claims. See *Guide to the Provincial Report Card, Grades 1–8, 1998* and the *Guide to the Provincial Report Card, Grades 9–12, 1999*.

Staff Support Worksheets

The Ministry will also require school boards to submit **Supplementary Claim Information** for every student claimed under ISA level 2 or ISA level 3.

For each student claimed, boards must submit an accurate **Staff Support Worksheet (SSW)**. The Staff Support Worksheet is described below, and attached as Appendix C.

✒ WHAT'S NEW ABOUT THE STAFF SUPPORT WORKSHEETS FOR 2000-01?

Please note, that although it is a requirement that these SSW's be accurately completed and submitted as part of validation, the specific level of intensive support calculated for the SSW will not be used to determine eligibility for ISA in 2000-01.

As part of each ISA claim, boards are required to complete an accurate Staff Support Worksheet which details the level of support being offered to a student in integrated, self-contained, or resource withdrawal settings.

Accompanying the staff support worksheet should be a timetable. Timetables will prove useful to board staff in calculating support for the Staff Support Worksheet for each claim. See page 31 for further details on timetables. The Staff Support Worksheets were developed by the Ministry based on the recommendations of the Expert Panel. The worksheets are a method of calculating the level of intensive staff support provided to students with high needs in a range of educational settings.

Four Staff Support Worksheets have been developed:

- one for integrated/resource withdrawal programs
- one for self-contained settings
- one for students who are deaf, blind or deaf-blind in integrated/resource withdrawal
- one for students who are deaf, blind, or deaf-blind in self-contained settings.

✒ WHAT'S NEW ABOUT STAFF SUPPORT WORKSHEETS FOR 2000-01

In the 1998-99 ISA Resource Manual, only one SSW was included for submissions for students who are blind/hard-of-hearing or blind/low vision. This year, two SSWs have been developed; one for students in integrated/resource withdrawal programs and another for students who are in self-contained settings.

The Staff Support Worksheets are required to allow the ministry to review the levels of intensive staff support being offered to students with high needs on a regular basis across the province.

Information collected from the Staff Support Worksheets will be used to review and compare the levels of intensive individualized staff support being provided to students with high needs across the province, and to compare service levels offered by boards to students who have similar needs. This information is important for two reasons:

- It contributes to the evaluation of the cost structure and funding adequacy of the special education grant, and
- It assists in the development of program standards for IEPs and for different exceptionalities.

Calculating Support from Educational and Other Classroom Assistants

Time spent by educational and behavioural assistants, child and youth workers, and other equivalent classroom assistants can be included on the worksheets, provided that those staff are spending regularly scheduled time with students. Staff counted in the Staff Support Worksheets must be spending at least 10% of the student's instructional hours during a week with the student, on a regularly scheduled basis, for the entire school year.

The Staff Support Worksheets should not include time spent by the student with professional supports (such as psychologists or speech pathologists). In most instances, professional supports are provided on a consulting basis over a limited number of sessions with the student, varying in frequency over the year. Only in exceptional circumstances, where the board can document that a student's program includes a significant level of regular interactions (exceeding a total of 10% of instructional hours during a week) that continue over the school year, can these supports can be included in the worksheets.

It is acknowledged that professional supports are important supports for all exceptional pupils, including those receiving ISA supports. If small group interaction is part of the student's program plan, time that the student spends with other students can also count as part of the claimed level of support, as long as the support person is in attendance.

Calculating the Time of Special Education Teachers

Time spent by special education teachers may also be counted as intensive support for students in self-contained classrooms or resource withdrawal arrangements.

Special note should be made that classroom teacher time can be counted as intensive support only where the teacher is a special education teacher:

- in a self-contained classroom or
- providing resource withdrawal

Special education teacher time is calculated at 2.5 times the resource weighting of an educational assistant.

Teacher time in a regular classroom is not counted in the ratio of intensive support in integrated settings as funding is generated for the teacher's salary through the Foundation Grant at an average ratio of 25:1 for elementary and 22:1 for secondary school.

Filling Out the Staff Support Worksheets

A Staff Support Worksheet must be filled out for each student being claimed for ISA level 2 or 3. Instructions accompany the calculations on the worksheets, which are attached as Appendix C.

For SSW's prepared for Jk/Sk claims, treat the student as fulltime for calculation purposes. However, these Jk/Sk claims should be submitted as 0.5 FTE on the ISA Claim Form as the Ministry funds them at this level.

Timetable Requirements

Timetables must be included as part of the claims for 2000-01. Timetables will supplement the information gathered from the Staff Support Worksheets, and will provide a clearer picture of how supports are being provided to students across the province.

In the case of claims being made under Profile #2 (Deaf/Hard-of-Hearing) or #8 (Blind/Low Vision) timetables for specialist teachers are required. The timetable should show that the pupil is scheduled to receive specialized instruction from the specialist teacher for 51% or more of the instructional day (e.g., 1:1 for 51% of the day, or 2:1 all day).

In the case of claims being made under other profiles, including Profiles #9 (physical disabilities) or #10 (multiple disabilities) the timetable can be for the student or staff person(s) whichever best demonstrates the level of intensive staff support being provided to the student.

Please note, that with the exception of claims made under profiles #2, 8, 9, or 10, the specific level of staff support provided to students is not a determinant of eligibility for ISA level 2 or 3.

The timetable used should clearly indicate the frequency and duration of individualized support offered on a daily basis.

For the purpose of determining the percentage of the student's day, validators will assume an instructional day to be 300 minutes long (for high school, assume a 300-minute average day).

PART IV – GUIDELINES FOR THE SPECIAL INCIDENCE PORTION (SIP) IN 2000-01

Continuing in 2000-01, school boards may apply to their District Office for a Special Incidence Portion (SIP) on behalf of students who have extraordinarily high needs for staff support (related to their disability) to ensure the safety of themselves or others in the classroom.

Where approved, the Ministry will grant up to a maximum of an additional $27,000 per student according to the following formula:

Total Support Level
(determined through Staff Support Worksheet formula at time of application)

_____ - 2.0 x $27,000 =_____
(FTE)

In 2000-01, if a student is identified as eligible for the SIP the student will typically match ISA 3 level criteria and have a need for more than 2 full-time staff supporting them in the classroom at the time of application. Staff support levels must be calculated according to the method outlined in the Worksheets found in Appendix C.

✒ WHAT'S NEW IN SIP FOR 2000-01?

On an exceptional basis, boards can bring forward students who do not match the current student profiles for ISA level 3 but who require more than 2 full-time staff supporting them in the classroom at the time of application. Boards who put forward students who do not meet ISA profiles must have documentation (such as timetables) from the previous school year demonstrating that at least 2 full-time staff were in place to support the student. Staff support levels must be calculated according to the method outlined in the Worksheets in Appendix C.

Eligibility Criteria for SIP

School boards may bring forward SIP applications (See Appendix H) on behalf of students who meet the following criteria:

1. The student has a total support level of more than 2.0 on the Staff Support Worksheet. This condition substantiates that the school board is providing a high level of support for the student

AND

2. The student requires the additional staff resources for the safety of the applicant student or other students. Typically, this additional support would be provided by in educational or behavioral assistant.

The student can be enrolled in either a self-contained or integrated setting to be eligible for SIP.

Application of The Formula

SIP is intended to offset incremental staff costs for a student who already has at least 2 full-time staff providing intensive support under the rules of the Staff Support Worksheets. (Appendix C)

Where the total support level is more than 2.0 FTE, an amount calculated under the following formula may be made available to an eligible student up to a maximum of an additional $27,000 per student.

Please note that in this calculation the board is required to have two full-time (FTE) staff persons **prior to** being granted the additional funding. SIP is intended to cover the cost of intensive staff support beyond 2.0 staff up to a cost of $27,000.

SIP can be provided in increments:

For example:

If the Total Support Level required to maintain the safety of the student or others in the classroom was 2.5 the formula would be applied as follows:

2.5 – 2.0 x $27,000 = $13,500 (amount of funding available through SIP)

For the purposes of the SIP calculation, the staff required above the 2.0 weighting is assumed to be projected, as the board is not expected to have resources beyond 2.0 in place for the 2000-01 school year.

In 2000-01, most students found eligible for the SIP will have been claimed under ISA Level 3 in 1999-00. Funding for the requisite 2 staff persons should be funded out of the board's current special education allocation, and other funding sources that the board determines are appropriate.

Beginning in 2000-01, boards may also put forward SIP claims on behalf of the students who were not claimed in 1999-00 or 2000-01 but who would otherwise meet the SIP criteria for more than 2 full-time staff persons to ensure the health and safety of the student. In these circumstances, however, the board will have had to have two full-time staff in place during the 1999-00 school year in order to be considered for eligibility.

Documentation Required

A SIP claim form (attached as Appendix H) must be filled out and submitted on behalf of the student. For students for whom an ISA 3 claim was made in 1999-00, documents gathered in the development of a student's ISA claim, (including the appropriate assessments and staff timetables) should also be brought forward at the case conference.[8] For students for whom there has not been an ISA claim made in 1999-00, documents gathered in the development of the student's IPRC (including the appropriate assessments and staff timetables) should also be brought forward at the case conference.

In all cases, the following documents must be updated for the current school year:

- IEP with specific learning goals identified.
- A report card confirming that an IEP has been prepared for all appropriate subjects/courses.

In addition, a Case Management Plan detailing the following should be prepared by the board for review including :

- A current description and assessment of behavioural issues leading to the applicant's submission (where relevant, this should include a description of safety risks the applicant may pose to other classmates).
- A management/instruction plan for behavior modification (please note that staff should be under the supervision of a psychologist or psychiatrist for the plan to be considered adequate).
- A description of inter-ministerial involvement in the overall intervention plans for the student (for example, children's treatment center contact, other services purchased and in place for the student that are funded by other ministries, plans if multiple suspensions occur, transitional plans if student is at the secondary school level, and so forth).
- Cost projections for implementation of the plan.
- Timetables for the staff assigned to the student.

Timeline For Application

For the 2000-01 school year, boards may make application for SIP until Jan.1, 2001.

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8. For further details on ISA documentation requirements consult pages 21-29 of this Manual.

Approval Process for SIP Claims for Students on the ISA Submission List in 1999-00

For SIP applications made on behalf of students who were included on the 1999-00 ISA Submission list, approvals will be made by the EDU District Office.

1. School boards should collate files on all their prospective SIP applications prior to contacting the District Office regarding presentation of a SIP application. In addition to the original file, boards should prepare 1 photocopy of SIP application documentation

2. District Office staff will schedule a review meeting within 2-3 weeks of board contact regarding the SIP applications. While teleconferences are permitted boards should be reminded that there is no appeal process. In some circumstances, board staff may wish to attend the review meeting in person.

3. School board staff should forward the 1 copy of the SIP application to the District Office by courier at least 10 days in advance of the Case Conference. When requested by Policy and Programs Branch, or the Education Finance Branch, the District Office staff should courier one copy to respective staff at the Mowat Block.

4. District Office staff will forward a summary of SIP requests to Policy and Programs Branch and the Education Finance Branch.

5. Following the District Office review meeting, District Office will approve requests for SIP. District Office staff will notify the board of the their decision within 30 days of the Case Conference. SIP applications rejected at the District Office level can be appealed at a Case Conference with representatives from the Policy and Program Branch and Education Finance Branch within 30 days.

6. Once approved, staff of the Transfer Payment and Financial Reporting Branch will make adjustments to the board grant levels as required.

Approval Process for SIP Claims for Students Not on the ISA Submission List in 1999-00

For SIP applications made on behalf of students who were not included on the 1999-00 ISA submission list, approvals will be made by the Policy and Programs Branch.
In preparation for the required SIP Case Conference the following steps should be observed:

1. School boards should collate files on all their prospective SIP applications prior to contacting the District Office regarding presentation of a SIP application. In addition to the original file, boards should prepare 2 photocopies of SIP application documentation for the Case Conference.

2. District Office staff will schedule a meeting within 2-3 weeks of board contact regarding the SIP applications. While teleconferences are permitted, boards should be reminded that there is no appeal process. In some circumstances, board staff may wish to attend Case Conferences in person.

3. A representative from **either** the Policy and Program Branch or the Education Finance Branch will participate by teleconference in the meeting.

4. School board staff should forward the 2 copies of SIP applications to the District Office by courier at least 10 days in advance of the Case Conference.

5. District Office staff should courier one copy of the SIP application to the respective staff at the Mowat Block who will participate in the teleconference.

6. Following the Case Conference, the Policy and Program Branch will approve applications for SIP. There is no appeal process if a SIP claim is denied at a Case Conference.

7. District Office staff will notify the board of the Ministry's decision within 30 days of the Case Conference.

8. Staff at the Transfer Payment and Financial Reporting Branch will make adjustments to the board grant levels as required.

Boards are reminded that regardless of the outcome of their SIP application, all special education students should receive the services and supports outlined in their IEPs

Appendix A

As a second criterion of ISA eligibility, claim files must demonstrate that all the 7 conditions listed in the checklist apply to each student being claimed.

Prerequisite Eligibility Checklist

All of the following 7 criteria must be met in order to consider a claim eligible for ISA funding. The students must:

- ☐ have an assessment that demonstrates moderate to severe (ISA Level 2) or severe to profound (ISA Level 3) physical, behaviour, communication, cognitive, or learning disability or disorder; and
- ☐ require intensive individualized support, supervision, and direction because the student is unable to work independently to complete required tasks; and
- ☐ require intensive individualized assistance to benefit from instruction or to ensure the health and safety of self or others; and
- ☐ require individualized intervention or protection in order to attend, process, communicate, or cope; and
- ☐ have an IEP which outlines in detail the extensive accommodations or modifications to the expectations of the provincial curriculum; and
- ☐ require an individualized and uniquely designed program at the level of support requested (except for claims made under Profile 9) and;
- ☐ match one of the student profiles provided.

Appendix B

Student Profiles

Profiles 1.X, 1.2, 1.3.	Behaviour
Profiles 2.X, 2.2, 2.3	Deaf/Hard of Hearing
Profiles 3.X, 3.2, 3.3	Learning/Language Disabilities
Profiles 4.X, 4.2, 4.3	Autism/PDD
Profile 5.X	Speech
Profile 6.X	Gifted
Profiles 7.X, 7.2, 7.3	Intellectual/Developmental
Profiles 8.X, 8.2, 8.3	Blind/Low Vision
Profiles 9.X, 9.2, 9.3	Physical/Medical
Profiles 10.X, 10.2, 10.3	Multiple

These profiles are descriptions of student needs used for funding purposes. They do not replace the categories and definitions used for identification under the Identification, Placement , and Review Committee (IPRC) process.

Student Profiles (1.X, 1.2, 1.3)

High Incidence, Low Cost Needs

1.X. - A student assessed with behavioural and/or emotional disorder

Characteristics:
- shows a tendency toward compulsive or impulsive behaviour that negatively affects learning
- has poor interpersonal relationships and low self-esteem
- demonstrates low academic achievement for reasons that can best be explained by his or her conduct
- has fears or anxieties
- often deviates from the behaviour that is normally expected in the situation
- often breaks social or cultural norms that are usually quite well established for the age level
- *manifests some of the above characteristics regularly over a period of time such that special education programs and services are required*

Support:
- accommodations to the learning environment and/or modifications are made for up to 50% of the student's program
- specialized behavioural support is provided (e.g., child/youth care worker, social worker, psychologist, behaviour consultant)

Low Incidence, High Cost Needs ISA 2

1.2 - A student assessed with severe behavioural problems and impulse control, who requires almost constant supervision in some settings in order to maintain safety of the student and others. This student could engage in life-threatening behaviour if left unsupervised

Characteristics:
- compulsive and/or impulsive behaviour that negatively affects learning
- an inability to build or to maintain interpersonal relationships
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors
- excessive fears or anxieties
- regularly breaks social or cultural norms that are usually well established for the age level
- deviates in a significant manner from the behaviour that is normally expected in the situation
- *manifests most or all of the above characteristics regularly and consistently over time such that intensive special education is required*

Intensive Support:
- accommodations to the learning environment are essential in order to fully access the curriculum
- constant supervision in some settings is required in order to maintain safety of the individual and others
- a range of specialized behavioural support is provided (e.g., psychologist, social worker)
- 51-80% of this student's educational program is modified in order to build on the student's needs
- assessment and, where required, clinical supervision/support by a regulated qualified professional is provided

Low Incidence, High Cost Needs ISA 3

1.3 - A student assessed with a severe behaviour disorder, who requires constant supervision in all school settings in order to maintain safety of the student and others. This student engages in life-threatening behaviour if left unsupervised

Characteristics:
- severe compulsive and/or impulsive reactions that impact negatively on the learning environment
- an inability to build or maintain interpersonal relationships
- extreme low self-esteem
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors
- excessive anger, fears, and anxieties
- repeatedly breaks social or cultural norms that are usually well established for the age level
- deviates significantly from the behaviour that is normally expected in the situation
- manifests almost all of the above behaviours regularly and consistently over time such that constant supervision is required by specialized personnel

Intensive Support:
- 81-100% program modifications are required
- accommodations to the learning environment are essential in order to access the curriculum
- constant supervision in all settings is essential to maintain a safe learning environment
- specialized behavioural/therapeutic support is required
- assessment and, where required, clinical supervision/support by regulated qualified professionals is provided

Comments:

Claims made under both ISA Levels 2 and 3 must demonstrate that students display inappropriate behavioural, social, and/or emotional responses that are of such severity in terms of frequency, intensity, or duration that the student's educational performance and/or the learning of other students is adversely affected. These responses will be observed in more than one setting.

ISA Level 3 reflects the need to address behaviours which will always occur if not for the constant level of individualized support and supervision required. This differentiates the pupil claimed at ISA Level 3 from the pupil claimed at ISA Level 2, who may have a history and a likelihood of presenting behaviours, but not necessarily in every setting.

All special education students should receive the services and supports outlined in their IEPs.

Student Profiles (2.X, 2.2, 2.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
2X. – A student with a bilateral hearing loss (usually in the mild to moderate range) who requires accommodation through amplification devices **Characteristics:** - difficulty with speech or communication skills **Support:** - up to 25% program support provided - some program modifications and language or instructional support which may be provided by a specialist teacher of the deaf *Note:* Many hard of hearing and some deaf students may access the school curriculum and participate academically and socially in regular school programs and classes with minimal to moderate program modifications and instructional support.	2.2 – A deaf or hard of hearing student with an educationally significant bilateral sensori-neural hearing loss (usually in the moderate to severe range) who requires amplification or specialized communication supports **Characteristics:** - significant gaps in written or spoken language - ongoing speech or language difficulties - moderate to profound hearing loss **Intensive Support:** - needs the direct instructional support of a specialist teacher of the deaf for 25% or more of the instructional school day - additional support may include an interpreter, note taker and/or EA to facilitate integration *Note:* All pre-school children, regardless of degree of hearing loss, should be submitted as ISA Level 2 to provide for the level of support required on a prorated basis. Preschool children who are being served in a school program may qualify for either ISA Level 2 or Level 3 funding.	2.3 – A deaf or hard of hearing student with an educationally significant bilateral sensori-neural hearing loss (usually in the severe to profound range) who requires amplification or specialized communication supports **Characteristics:** - student is unable to access the curriculum without major or significant intervention by a specialist teacher of the deaf - significant accommodation must be made to address the linguistic skills of the student **Intensive Support:** - needs the direct instructional support of a specialist teacher of the deaf for more than 50% of the instructional school day - program includes a range of specialized support (interpreter, note taker, EA)

Comments:

It is likely that all deaf or hard of hearing students in school board programs will require hearing aids and amplification systems which need to be maintained in good working.

Additional exceptionalities, and/or the nature of the learning activities and class placement, may necessitate additional supports such as interpreters, note-taking services, and educational assistants, which may increase the number of hours of direct support over and above that of a specialist teacher of the deaf.

Claims for deaf or hard of hearing students who would meet criteria for ISA Level 2 or Level 3 require the knowledge and experience of a specialist teacher of the deaf. Students who meet criteria for ISA Level 1 would definitely benefit from a specialist teacher of the deaf, but may also be well served by a special education resource teacher trained in the language-related and communication needs of deaf and hard of hearing students.

Levels of intensive support are not affected or determined by the methodology or philosophy of intervention (i.e., use of ASL as language of instruction, oral approach, auditory verbal therapy, total communication, oral or sign language interpreters).

All special education students should receive the services and support outlined in their IEPs.

Student Profiles (3.X, 3.2, 3.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
3X. - A student with a mild to moderate learning disability who has a history of weak academic achievement, particularly in reading and writing **Characteristics:** - a significant discrepancy between average or above-average intellectual potential and academic achievement - considerable difficulty focusing on and completing academic tasks - weak organizational and time management skills, requiring prompting, monitoring, and assistance - difficulty in learning and in dealing with information, particularly language-based information **Support:** - program is modified - accommodations are provided - a range of specialized program support is provided for up to 50% of pupil's day (e.g., special education teacher, educational assistant, child/youth worker, speech pathologist, social worker) *Note:* Most students with learning disabilities will likely have no additional disabilities such as attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).	3.2 - A student diagnosed with a severe learning disability or other disorder with a severe differential between academic ability and academic performance, who has a history of severe difficulty learning to read and write **Characteristics:** - significant difficulty with the listening/learning demands of school, and with focus and concentration, particularly on extended tasks - may have difficulty speaking/ articulating - significant difficulty in learning and in dealing with information, particularly language-based information - unorganized and/or fails to complete assignments without extensive supervision - unable to stop and think before acting, waiting a turn, and delaying immediate gratification - often restless or withdrawn, easily frustrated, and can experience considerable mood swings **Intensive Support:** - intensive instructional support from a qualified special education teacher in language areas, due to limited skills in reading and writing - a range of specialized program support may be provided (e.g., educational assistant, child/ youth worker, psychologist, speech pathologist, social worker, behavioural consultant) - frequent redirection, monitoring and supervision, behaviour management, special education programming, and/or counselling - assessment by a regulated, qualified professional substantiates a significant discrepancy between average or above-average intellectual potential and academic achievement and attention deficit disorder (ADD) - 51-80% program modifications required	3.3 - A student diagnosed with a profound learning disability or other disorder who is unable to learn without intensive assistance **Characteristics:** - lacks the skills to deal with the listening/learning demands of school - may have difficulty speaking/articulating - great difficulty sustaining attention to any task, with organization and sequencing, following directions, and initiating and completing assignments - extreme difficulty in learning, and/or in processing information, particularly language-based information - difficulty with self-control, as well as with delaying gratification, leads student into serious, risky behaviour - exhibits excessive restlessness or withdrawal, fidgeting, frustration, unpredictable mood swings, and frequent over-reaction to environmental stimuli - can experience frequent failure, rejection, and social isolation due to difficulties inhibiting and regulating his or her own behaviour - requires specialized classroom strategies and parenting strategies **Intensive Support:** - intensive support from a range of support personnel because of a need for multiple interventions and accommodation - direct intervention and support needed for all areas of the program - 81-100% curriculum modification - assessment by a regulated, qualified professional substantiates a significant discrepancy between average or above-average intellectual potential and academic achievement and attention deficit hyperactivity disorder (ADHD)

Comments:

Most students with learning disabilities will not meet the criteria for this profile unless they have additional exceptionalities or other complicating conditions. Boards should consider this when making claims under this profile.

Students with speech disorders in addition to learning disabilities may not meet the criteria for this profile. Boards should consider this when making claims under this profile.
Both ISA levels differentiate the pupil with severe learning disabilities from the typical profile of learning disabled students.

Note that to meet the ISA Level 2 or 3 criteria, the claim must demontrate that the student has been diagnosed by a qualified professional (i.e., psychologist) to have a severe learning disability and characteristics of ADD or ADHD. An assessment confirming the key characteristics would be required for validation.

All special education students should receive the services and supports outlined in their IEPs.

Student Profiles (4.X, 4.2, 4.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
4X. - A student who exhibits or presents with indicators of autism or other pervasive developmental disorder **Characteristics:** - difficulty with verbal and non-verbal communication and interactional skills - difficulty following routines and making transitions **Support:** - assistance to focus and maintain attention and make transitions - a range of specialized program support to develop communication skills and to benefit from the curriculum - uniquely designed program for up to 50% of the day	4.2 - A student who is assessed as having autism or other pervasive development disorder with associated socialization and/or behavioural problems **Characteristics:** - significant difficulty with communication and interactional skills - severe difficulty relating to others and adapting to the environment **Intensive Support:** - assessment by a regulated, qualified professional with a clear statement and evidence to substantiate the disability - frequent redirection, guidance, and educational support required in order to benefit from the educational program - support to maintain safety of self and others - uniquely designed program for 51-80% of the day - need to build on the student's strengths while meeting the student's needs	4.3 - A student who is assessed as having autism or other severe pervasive development disorder with associated socialization, behavioural, or impulse control problems **Characteristics:** - inability to interact, communicate, or to respond to others - extreme problems dealing with his or her environment, especially any changes or new demands - inability to access curriculum or to benefit from instruction **Intensive Support:** - assessment by a regulated, qualified professional with a clear statement and evidence to substantiate the disability - almost constant redirection, guidance, and educational support required in order to benefit from an educational program - intensive supervision required to maintain safety of self and others - educational program almost totally uniquely designed in order to build on the student's strengths while meeting the student's needs

Comments:

Typically, claims that match this profile must demonstrate that students have PDD/autism or a related disorder. For claims made under ISA Level 2 or 3, the report card must demonstrate the uniqueness and modification of the educational curriculum to the degree required under ISA level 2 or 3.

All special education students should receive the services and supports outlined in their IEPs.

Student Profiles (5.X)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
5X. – A student who has been assessed with a speech or language disorder which requires direct or indirect service from a speech pathologist or speech teacher **Characteristics:** - difficulty with verbal communication **Support:** - therapy from a qualified practitioner - intervention from a speech teacher - mediated service under the supervision of a qualified professional provided by support personnel following training - intervention provided daily, weekly, or less often, depending upon the treatment plan	N/A	N/A

Comments:

Claims for students who have speech language difficulties alone and who meet the criteria for this profile would not meet ISA eligibility criteria.

All special education students should receive the services and supports outlined in their IEPs.

Student Profiles (6.X)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
6X.– A student who has been assessed as gifted.	N/A	N/A

Characteristics:

- significantly advanced level of general and/or specific intellectual ability, as assessed by a variety of means, which may include psychological testing, evaluation of academic performance, and input from parents and teachers

Support:

- differentiated programming and learning experiences beyond those normally provided in the regular program
- enrichment programming in the regular classroom, self-contained setting, partial withdrawal, or special activities to the level indicated in the IEP

Comments:

Gifted students who meet this profile and do not have a further disability or disorder would not meet ISA eligibility criteria.

Where giftedness is an additional exceptionality, the cumulative amount of all services required may be used in calculating the intensity of support (e.g., gifted/LD).

All special education students should receive the services and supports outined in their IEPs.

Student Profiles (7.X, 7.2, 7.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
7X. - A student with a mild level of general intellectual disability, with possible delays in adaptive functioning, which indicates a need for curriculum modification in order for the student to meet some of the outcomes and standards of the regular program	7.2 - A moderate level of general intellectual disability, with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment, independent living, and economic self-support, in addition to the acquisition of academic skills	7.3 - A severe level of general intellectual disability, with delays in adaptive functioning, which indicates a need for a program that is focused on the student's social adjustment and independent living, in addition to the acquisition, where possible, of academic skills
Characteristics: - difficulty learning and understanding new concepts and consolidating most skills at a basic level - difficulty with expressive and receptive language skills - potential for academic learning, independent social adjustment, and economic self-support - able to meet some curriculum expectations with support	**Characteristics:** - difficulty with impulse control - limited means of communication - difficulty with some independent living skills - unable to meet many provincial curriculum expectations at any grade level - some difficulty with social interactional skills	**Characteristics:** - great difficulty with impulse control and behaviour management - severely limited means of communication (typically non-verbal) - extreme difficulty with social interaction and basic daily living skills - unable to attain most or all provincial curriculum expectations at any level - working exclusively on IEP goals/ expectations - complex multiple needs - limited potential for academic learning, independent social adjustment, and economic self-support
Support: - program must be modified - accommodations to the learning environment are provided - a range of specialized program/personnel support is provided for up to 50% of the day	**Intensive Support:** - assessment by a regulated, qualified professional with a clear statement and evidence to substantiate the disability - intensive program support and instruction from a qualified special education teacher - program designed and delivered by a special education teacher - frequent redirection, guidance, and educational support required in order to benefit from an educational program (e.g., educational assistant, child/youth worker, speech therapist, special education teacher) - program emphasis is on developing life skills - uniquely designed program for 51-80% of the day	**Intensive Support:** - assessment by a regulated, qualified professional with a clear statement and evidence to substantiate the disability - intensive support from highly qualified staff, including a special education teacher - almost constant direction, guidance, and educational support required in order to benefit from an educational program - educational program almost totally uniquely designed - program emphasis on developing communication and daily living skills - intensive support required in out-of-school settings as well as in school - uniquely designed program for 81-100% of the day

Comments:

Claims put forward under ISA Levels 2 and 3, must demonstrate through the report card the uniqueness and modification of the educational curriculum to the degree required by ISA level 2 or 3.

All special education students should receive the services and supports outlined in their IEPs.

Student Profiles (8.X, 8.2, 8.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
8X. - A student who is assessed as having low vision or being blind but not requiring Braille	8.2 - A student who is assessed as being legally blind and is learning to use Braille or is a Braille user	8.3 - A student who is assessed as being legally blind and for whom Braille is assessed to be potentially appropriate
Characteristics: - able to access the curriculum without the intervention of a specialist teacher of the blind	**Characteristics:** - unable to access the curriculum without the intervention of a specialist teacher of the blind	**Characteristics:** - unable to access the curriculum without the intervention of a specialist teacher of the blind
Support: - up to 25% program support provided - some program modification *Note:* Many low-vision and some blind students may access the curriculum and participate academically and socially in regular school programs and classes with minimal program modifications and instructional support such as large print materials.	**Intensive Support:** - needs the services of a specialist teacher qualified to teach Braille for 25-50% of the instructional day to maintain and refine Braille skills - additional support in the regular class or in a special class may include transcriber, Braillist, an orientation and mobility instructor, and/or an educational assistant	**Intensive Support:** - needs the services of a specialist teacher qualified to teach Braille more than 50% of the day in order to develop Braille skills - additional support in the regular class or in a special class may include a transcriber, Braillist, an orientation and mobility instructor, and/or an educational assistant

Comments:

The support of specialist teachers, Braillists, orientation and mobility instructors, and educational assistants (as well as other support staff) may be added together to determine whether the 51% threshold for ISA Level 3 has been met.

It would be unusual for a board to put forward claims for all the blind students of the board under either Level 2 or 3. It is more reasonable to assume that claims will be made under ISA 2 and other claims under ISA 3 depending upon the severity of needs.

It is likely that all Braille users will require equipment (e.g., enlargers, voice-activated software and computer) that needs to be maintained, as well as materials (e.g., Braille paper).

All special education students should receive the services and supports outlined in their IEPs.

Student Profiles (9.X 9.2, 9.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
9X. - A student with a permanent or long-term physical or medical condition confirmed by a qualified professional **Characteristics:** - can achieve many or all of the curriculum expectations - may require some physical accommodation and/or assistive devices to benefit from instruction Note: Many students with physical disabilities may access the school curriculum and participate academically and socially in regular school programs and classes with minimal to moderate accommodations and support through ISA Level 1 (equipment).	9.2 - A student with chronic health needs, including those assessed as medically fragile, who requires intermittent repositioning, changing, suctioning, drainage, or other support provided by an employee of the school board **Characteristics:** - a student with chronic health needs who requires a great deal of assistance with activities of daily living, and requires ongoing medical intervention **Intensive Support:** - assessment by a regulated, qualified professional with a clear statement and evidence to substantiate the disability - modifications and/or accommodations for 51-80% of the day required in order to access the curriculum	9.3 - A student with chronic health needs, including those assessed as medically fragile, who requires frequent, intermittent, or constant repositioning, changing, suctioning, drainage, or other support provided by an employee of the school board **Characteristics:** - a student with chronic health needs who requires substantial assistance with activities of daily living and requires ongoing medical intervention **Intensive Support:** - assessment by a regulated, qualified professional with a clear statement and evidence to substantiate the disability - modifications and/or accommodation and/or attendant care is required to access the curriculum for 81-100% of the day

Comments:

Some students with chronic health needs do not require modifications to the Ontario curriculum; however, extensive accommodation to the learning environment must be made in order to fully access the curriculum. Claims may now be made under ISA 2 and 3 where students demonstrate the required level of need and intensive support ,

Personalized equipment is usually required for these students (ISA Level 1).

All special education students should receive the services and support outlined in their IEPs.

Student Profiles (10.X, 10.2, 10.3)

High Incidence, Low Cost Needs	Low Incidence, High Cost Needs ISA 2	Low Incidence, High Cost Needs ISA 3
10X. - A student with more than one exceptionality **Characteristics:** - can achieve many or all of the curriculum expectations - may require support to meet some curriculum expectations - needs modest accommodation to address each exceptionality in order to fully benefit from the educational program **Support:** - special education resource teacher or the regular classroom teacher - learning accommodation up to 50% of the student's day - may require resource or withdrawal support from a special education teacher for up to 50% of the student's day	10.2 - A student with more than one exceptionality, the combination of which necessitates intensive, specialized support **Characteristics:** - characteristics are consistent with those at ISA Level 2 for at least one of the student's identified exceptionalities as listed above **Intensive Support:** - assessment by a regulated, qualified professional(s) with a clear statement and evidence to substantiate the disability - intensive support required from one or more school board employees for 51-80% of the day	10.3 - A student with more than one exceptionality, the combination of which necessitates intensive, specialized support throughout most or all of the day **Characteristics:** - characteristics are consistent with those at ISA Level 3 for at least one of the student's identified exceptionalities as listed above **Intensive Support:** - assessment by a regulated, qualified professional(s) with a clear statement and evidence to substantiate the disability - intensive support required by one or more school board employees for 81-100% of the day

Comments:

"Multiple exceptionalities" may include any combination of exceptionalities that are of such a nature as to require a multi-faceted approach to meet the student's unique needs. Student identified as having "multiple exceptionalities" should have each exceptionality included in the IPRC statement.

Some students with multiple exceptionalities will have their needs met quite well with modest supports in the regular class, or through part-time withdrawal, regardless of whether they are eligible under this profile. These students should expect to receive the services and supports outlined in their IEP.

Claims made under this profile for ISA Level 2 must demonstrate that students have the observable characteristics at that level for at least one of their exceptionalities. Documentation should clearly show how the specific combination of each exceptionality compounds the student's need for more intensive support (e.g., a student who is both gifted and learning disabled). Clear, current assessments will be vital to substantiating these claims.

Claims made under this profile for ISA Level 3 must demonstrate that students have severe disabilities; e.g., they may be deaf-blind, or have a developmental disability along with another exceptionality.

All special education students should receive the services and supports outlined in their IEPs.

APPENDIX C
ISA STUDENT CLAIM FORM 1999/2000

Staff Support Worksheet 1 - Integrated or Integrated/Resource-Withdrawal Program Setting

Student Information

School Midentt Number:

Last Name: _____ First Name: _____ Panel: Elementary / Secondary

Date of Birth: _____ (Day Month Year) FTE (0.5 for JK and K) (1 for Other Grades) Gender: Male / Female

Eligibility

Is the student enrolled in 1999-2000?	Yes		No	
Does the student meet all the criteria of the Prerequisite Eligibility Checklist?	Yes		No	
Which profile does the student match?	Profile #			
Which ISA level does the student match?	ISA 2		ISA 3	
Is there an assessment by a qualified professional to support the profile?	Yes		No	

Integrated or Integrated/Resource-Withdrawal Program Setting

The following information is to be completed based on the program provided to this pupil during the 1999-00 school year. For Jk/Sk claims treat as a fulltime student for calculation purposes.

(2 Decimal)

Enter FTE of EA specifically dedicated to this pupil on Line 1*	Line 1	
If additional resources are provided to this pupil in a resource-withdrawal program:		
Enter number of pupils in the resource-withdrawal program this pupil attends on Line 2**	Line 2	
Enter percentage of time this pupil spends in the resource-withdrawal program (please state percentage as a decimal: e.g. 25% is 0.25) on Line 3	Line 3	
Enter (Line 3/Line2) X 2.5 on Line 4	Line 4	
Enter (Line 1 + Line 4) on Line 5	Line 5 TOTAL	

*In integrated classes where the EA supports more than one special needs student, pro-rate the share of EA's support for each student (For example, if an EA supports two students equally the FTE for the student claimed on this form would be 0.5). As in 1999-00, time spent by both educational and behavioural assistants, child and youth workers, and other equivalent classroom assistants can be included on the worksheet, provided that those staff are spending regularly scheduled time with students.

**Special note should be made that resource withdrawal time can be counted as intensive support only where the teacher is a special education teacher.

Certification

I certify that the information contained in this document is a true reflection of the program provided to the pupil during the 1999-00 school year.

Name of Board Official Completing this Form _____ **Date** _____ **Signature of the Board Official** _____

APPENDIX C
ISA STUDENT CLAIM FORM 1999/2000

Staff Support Worksheet 2 -
Self-Contained Program Setting

Student Information

School Mident Number: ____

Last Name: _____ First Name: _____

Panel: Elementary ____ Secondary ____

Date of Birth: _____ FTE ____
Day Month Year (0.5 for JK and K) (1 for Other Grades)

Gender: Male ____ Female ____

Eligibility

Is the student enrolled in 1999-2000?	Yes		No	
Does the student meet all the criteria of the Prerequisite Eligibility Checklist?	Yes		No	
Which profile does the student match?	Profile #			
Which ISA level does the student match?	ISA 2		ISA 3	
Is there an assessment by a qualified professional to support the profile?	Yes		No	

Self-Contained Program Setting

The following information is to be completed based on the program provided to this pupil during the 1999-00 school year. For JK/SK claims treat as a fulltime student for calculation purposes.

		(2 Decimal)
Enter number of pupils in the self-contained class on Line 1	Line 1	
Enter FTE of teacher in the self-contained class on Line 2*	Line 2	
Enter (Line 2/Line 1) X 2.5 on Line 3	Line 3	*(2 Decimal)*
Enter FTE of EA(s) in the self-contained class on Line 4**	Line 4	
Enter (Line 4/Line 1) on Line 5	Line 5	
Enter (Line 3 ÷ Line 5) on Line 6	Line 6	
	Line 7	-0.1
Enter Line 6 - 0.1 (Line 7) on Line 8***	Line 8 TOTAL	

* "FTE in the class" means the share of a teacher in that class (not pro-rated to the student claimed). For example, if there is 1 teacher to the class, the FTE in Line 2 would be 1.0. Special note should be made that classroom teacher time can be counted as intensive support only where the teacher is a special education teacher.

** As in 1999-00, time spent by both educational and behavioural assistants, child and youth workers and other equivalent classroom assistants can be included on the worksheet, provided that those staff are spending regularly scheduled time with students.
"FTE in the class" means the share of EA's time in that class (not pro-rated to the student claimed). For example, if there are 2 EAs assigned fulltime to the class, the EA FTE in line 4 would be 2.0.

***The -0.1 corresponds to the share of the Foundation Grant that supports the teacher in the self-contained setting.

Certification

I certify that the information contained in this document is a true reflection of the program provided to the pupil during the 1999-00 school year.

Name of Board Official Completing this Form _____

Date _____

Signature of the Board Official _____

APPENDIX C
ISA STUDENT CLAIM FORM 1999/2000

Staff Support Worksheet 3 - Programs for Deaf, Blind or Deaf-Blind Students in Integrated or Resource Withdrawal Settings

Student Information

School Mident Number: ____

Last Name: _____ First Name: _____ Panel: Elementary ____ Secondary ____

Date of Birth: _____ FTE ____ Gender: Male ____ Female ____

Day Month Year (0.5 for JK and K) (1 for Other Grades)

Eligibility

Is the student enrolled in 1999-2000?	Yes		No	
Does the student meet all the criteria of the Prerequisite Eligibility Checklist?	Yes		No	
Which profile does the student match?	Profile #			
Which ISA level does the student match?	ISA 2		ISA 3	
Is there an assessment by a qualified professional to support the profile?	Yes		No	

Programs for Deaf, Blind or Deaf-Blind Students in Integrated or Resource Withdrawal Settings

The following information is to be completed based on the program provided to this pupil during the 1999-00 school year. For JK/SK claims treat as a fulltime student for calculation purposes.

Enter percentage of time the specialist teacher of the deaf, blind or deaf-blind spends with this pupil on Line 1	Line 1	
Enter (Line 1 X 2.5) on Line 2	Line 2	
Enter FTE (2 Decimal) of EA dedicated to this pupil* on Line 3	Line 3 *(2 Decimal)*	
Enter FTE (2 Decimal) of interpreter or other professional supports provided to this pupil as per PPM 76C* on Line 4	Line 4 *(2 Decimal)*	
Enter (Line 4 X 1.5) on Line 5	Line 5	
Enter (Line 2 + Line 3 + Line 5) on Line 6	Line 6 TOTAL	

* Line 3 includes EAs as well as child and youth workers and other equivalent classroom assistants. If a transcriber spends more than 10% of regularly scheduled time supporting this student, the time may be included in Line 3.

Report other professional support on Line 4.

Certification

I certify that the information contained in this document is a true reflection of the program provided to the pupil during the 1999-00 school year.

Name of Board Official Completing this Form _____ **Date** _____ **Signature of the Board Official** _____

APPENDIX C
ISA STUDENT CLAIM FORM 1999/2000

Staff Support Worksheet 4 -
Programs for Deaf, Blind or Deaf-Blind Students in Self-Contained Settings

Student Information

School Mident Number: _____

Last Name: _____ First Name: _____

Panel: Elementary ☐ Secondary ☐

Date of Birth: _____ (Day Month Year) FTE ☐ (0.5 for JK and K) (1 for Other Grades)

Gender: Male ☐ Female ☐

Eligibility

Is the student enrolled in 1999-2000?	Yes ☐	No ☐		
Does the student meet all the criteria of the Prerequisite Eligibility Checklist?	Yes ☐	No ☐		
Which profile does the student match?	Profile # ☐			
Which ISA level does the student match?	ISA 2 ☐	ISA 3 ☐		
Is there an assessment by a qualified professional to support the profile?	Yes ☐	No ☐		

Programs for Deaf, Blind or Deaf-Blind Students in Self-Contained Settings

The following information is to be completed based on the program provided to this pupil during the 1999-00 school year. For Jk/Sk claims treat as a fulltime student for calculation purposes.

Enter number of pupils in the self-contained class on Line 1	Line 1	
Enter FTE (2 Decimal) of specialist teacher of the deaf, blind or deaf-blind in the self-contained on Line 2	Line 2 *(2 Decimal)*	
Enter (Line 2 /Line 1) X 2.5 on Line 3	Line 3	
Enter FTE (2 Decimal) of EAs in the self-contained class on Line 4*	Line 4 *(2 Decimal)*	
Enter (Line 4/Line 1) on Line 5	Line 5	
Enter FTE (2 Decimal) of interpreter or other professional supports provided to this pupil as per PPM76C on Line 6**	Line 6 *(2 Decimal)*	
Enter (Line 6 X 1.5) on Line 7	Line 7	
Enter (Line 3 + Line 5 + Line 7) on Line 8	Line 8	
	Line 9	-0.1
Enter Line 8 - 0.1 (Line 9) on Line 10***	Line 10 TOTAL	

*Line 4 includes EAs as well as child and youth workers and other equivalent classroom assistants. If a transcriber spends more than 10% of regularly scheduled time supporting this class, the time may be included in Line 4.

**Report other professional supports on Line 6.

***The -0.1 corresponds to the Foundation Grant that supports the teacher in the self-contained setting.

Certification

I certify that the information contained in this document is a true reflection of the program provided to the pupil during the 1999-00 school year.

Name of Board Official Completing this Form _____ **Date** _____ **Signature of the Board Official** _____

Appendix D

ISA Status Form

Special Education Intensive Support Amount

The purpose of this form is to assist boards when students transfer from board to board.

Student Information:

Student Name: _____ Student Number: _____

School: _____

Identification: ☐ Yes ☐ Dual ☐ No

Exceptionality: _____

Board Information:

Board: _____ Board Number: _____

Address:

_____

Board Contact Person: _____ Phone: _____ E-mail: _____

ISA Information:

Personalized Equipment (ISA eligible):

List of ISA Level 1 Equipment	Cost	Serial No.	Date Purchased by Board	*if shared

ISA Level 2, 3, 4 Status (indicate list of support personnel by level by FTE applicable):

ISA Level 2 (FTE)	ISA Level 3 (FTE)	ISA Level 4 (FTE)	Delivery Plan Description (as per IEP)	Date of Initial Application

Signature of Principal:

☐ Original/Date: _____ ☐ Transfer Date: _____

Original: OSR

Appendix E-To be revised and brought forward at Ministry training sessions

ISA Claim Form for 2000-01

Board No.: _____ DSB _____

School No.	Panel	Student Name		M/F	Date of Birth dd/mm/yy	Student Profile	Staff Support Weight			99/00 ISA Claim	2000-01 ISA Level 1 Equipment Claim	
		Last Name	First Name				Integrated, Integrated/ Resource Withdrawal	Self-Contained	Deaf, Blind, Deaf-Blind			

_____
Reviewer's signature

CONFIDENTIAL WHEN COMPLETED

Appendix F - EDU District Offices

Barrie District Office
Rosemary Gannon
District Manager
20 Rose Street, 2nd Floor
Barrie, Ontario
L4M 2T2

Tel: (705) 725-7627
1-800-471-0713

London District Office
Terry Boucher
District Manager
217 York Street, Suite 207
London, Ontario
N6A 5P9

Tel: (519) 667-1440
1-800-265-4221

North Bay/Sudbury District Office
Paul Menard
District Manager (Acting)
North Bay Site
447 McKeown Avenue
Suite 211
North Bay, Ontario
P1B 9S9

Tel: (705) 474-7210
1-800-461-9570

Sudbury Site
199 Larch Street
2nd Floor, Suite 203
Sudbury, Ontario
P3E 5P9
Tel: (705) 474 -7210
1-800-461-9570

Ottawa District Office
Gérald Hurtubise
District Manager (Acting)
1580 Merivale Road, Suite 504
Nepean, Ontario
K2G 4B5
Tel: (613) 225-9210
1-800-267-1067

Thunder Bay District Office
Carlana Lindeman
District Manager
435 James Street South, Suite 336
Thunder Bay, Ontario
P7E 6S9
Tel: (807) 475-1571
1-800-465-5020

Toronto and Area District Office
Serge Morissette
District Manager (Acting)
880 Bay Street, 2nd Floor
Toronto, Ontario
M7A 1N3
Tel: (416) 325-6874
1-800-268-5755

APPENDIX G
SAMPLE MEMO TO PARENTS

MEMORANDUM TO: Parents of Pupils for Whom the Ministry of Education has requested access to the Ontario Student Record

FROM: Principal

DATE:

SUBJECT: **Intensive Support Amount Funding Process**

The purpose of this memorandum is to inform you that Ministry of Education validators will be having access to certain materials (outlined below) contained in your son's/daughter's Ontario Student Record.

As in previous years, the Ministry will be sending validators out to school boards in the spring in order to assess whether school board claims are consistent with the eligibility criteria for ISA funding. A random selection of files has been identified by ministry staff from information submitted by school boards (e.g., name, birth date, ISA level). Your son/daughter was one of the students whose file was selected for review. School board staff are preparing information packages including the Individual Education Plan (IEP), report card(s), and assessment(s) to be provided to the validators who are entitled to have access to this material under subsection 266(7) of the Education Act, which reads as follows:

> "Nothing in this section prevents the compilation and delivery of such information as may be required by the Minister or by the board."

Please note that the purpose of validation is to assess that board claims are consistent with the ministry's funding requirements. Validators will not have access to OSR material that is not relevant for the purposes of the funding review.

Please be assured that all student information collected for the ISA claim process will be treated as confidential.

ISA funding is only one component of funding provided to school boards for their students with special needs. School boards receive most of their special education funding through the Special Education Per Pupil Amount (SEPPA).

The Ministry of Education provides special education funding in one envelope to boards to enable them to provide special education programs and services to all of their students with special needs. School boards are responsible for determining and delivering the services that each student with special needs requires.

The range of special education programs offered by a school board is outlined in the school board's Special Education Plan. This plan is reviewed annually by the school board's Special Education Advisory Committee (SEAC) comprised of school board officials and representatives of local parent associations.

School boards are also required to involve parents of students identified as exceptional, in the development of the students' Individual Education Plans (IEPs). The IEP outlines the special education programs and services that the student will receive. IEPs are reviewed annually and updated as a student's needs change. Parents can expect that the services and programs outlined in their child's IEP will be provided.

If you wish further information about the use of your child's personal information, you may contact:

Policy and Program Branch
Mowat Block, 15th Floor
900 Bay Street
Toronto, ON M7A 1L2
Phone: 1-877-848-8806